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ABSTRACT

Reasons a learning disabled child should attend a summer camp are discussed, together with guidelines for selecting a camp and preparing the child. Information about the residential camps listed includes location, impairments served, age range, dates, size, fee, availability of camperships, and where to obtain further information. (KW)

ED041436

A DIRECTORY OF SUMMER CAMPS FOR CHILDREN WITH LEARNING DISABILITIES

MAY 1970

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ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES
2200 Brownsville Road, Pittsburgh, Pa. 15210

ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES

2200 Brownsville Road Pittsburgh, Pa. 15210 Area Code 412 882–5201

May 1, 1970

Dear Reader:

The ACLD is a non-profit organization whose purpose is to advance the education and general well-being of children with learning disabilities.

ACLD serves parents, educators, and other professionals by increasing public understanding, stimulating school and community services and sponsoring meetings.

An important part of ACLD's efforts to fulfill its goals is the collection and dissemination of information. This directory represents one of the services in this area, which is provided by the ACLD.

Information regarding other ACLD activities, services, and membership is available from the national office.

Sincerely,

Hyman J. Gardsbane
President

HJG:eab

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ED041436

DIRECTORY OF SUMMER CAMPS FOR CHILDREN WITH LEARNING DISABILITIES

Compiled and Edited by
Doreen Kronick

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ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES
2200 Brownsville Road, Pittsburgh, Pa. 15210

SHOULD A LEARNING DISABLED CHILD

ATTEND NON–HANDICAPPED OR SPECIAL CAMP?

Summer is the time during which children improve their social skills, language ability and motor functioning. A child who is able to plan his time advantageously with his peers, participating in a variety of activities providing satisfaction and growth, may not require camp. Other children, whether they are learning disabled or not, whose self-programming primarily consists of watching television, should be involved in a more organized approach, either in the city, or at a residential camp.

Why should a learning disabled child attend camp?

The child associates school with some very unpleasant experiences, resisting learning in a school situation. Camp is a place wherein the atmosphere is so relaxed and enjoyable that he learns a great deal. Much of the learning occurs in a natural fashion, so that it has greater meaning to him than the formal learning to which he is exposed during the winter. A child who resists walking along the walking board will follow his cabinmates across a fallen log. A youngster who would neither print nor spell in school may proudly label the things he has found in the woods.

He has the opportunity to acquire new skills and hobbies, to socialize with other children and make friendships he can carry over into the winter. He learns to make decisions, try new things and succeed at them, to handle his personal care and acquire the skills of independent living. Camp affords the learning disabled child an

opportunity to relate to adults other than parents or teachers, adults who are neither anxious about him nor expect him to produce scholastically. Unlike some parents and teachers who tend to concentrate on the child's problems, the counselors relate to the child as a total person. In the accepting, non-pressured atmosphere of camp, he responds to counselors' efforts to improve his behavior and social skills. A secondary benefit, but not to be minimized, is the relief the mother obtains from the care of her handicapped child. Camp often represents the first mother-child separation, freeing the mother to give of herself to her husband and other children.

Should a parent choose a special or non-handicapped camp for her child?

A special camp should be chosen if regular camps are unprepared to integrate the child into their program, or if a child requires a more individualized approach than that offered by non-handicapped camps. A special camp should also be chosen if the child is unlikely to adjust to a sizeable, non-handicapped camp, with so many new people and stimulating distractions. Parents may choose a special camp if the child is in need of intensive remedial assistance to augment a winter program, or in absence of a remedial program in the city. In brief, a special camp, in contrast to a non-handicapped camp, is more likely to be small, simplified, staffed with mature adults, with a greater staff-camper ratio, a specific remedial approach, and understanding of the handicap. Children who respond poorly to pressures and changes, are disorganized, easily frustrated, prone to tantrums and who have difficulty socializing, may function more effectively in a special camp.

Conversely, children whose primary problem is academic and

who have few difficulties behaviorwise or in socialization, should attend a non-handicapped camp. In any case, for most learning disabled children, a special camp experience should be envisaged as a stepping stone to placement in a non-handicapped setting. Hopefully, it will be the setting wherein the child acquires the appropriate level of functioning to enable him to better relate to handicapped classmates and friends.

What to look for in all camps

A minimum qualification should be membership in the American Camping Association. This assures you that the camp maintains an acceptable level of health services, sanitation, staff qualifications and physical facilities. Unless a child has an additional handicap to the learning disability, he should be able to cope with the terrain and physical plant of a camp meeting American Camping Association standards.

What to look for in a non-handicapped camp

A camp where the pressures and competition simulate the child's school experiences, defeats the purpose of sending a learning disabled child to camp. Therefore, parents should choose a camp that de-emphasizes competition, has no colour war, teams, or "best camper" type awards. The program approach should be flexible, yet contain sufficient structure to enable the learning disabled child to function without anxiety. A group centered program where the competitive aspect of living is kept to a minimum is often a good choice for a learning disabled child. With such an approach the cabin group plans the day's activities participated in by the whole group, with some time being set aside for the pursuit of individual interests.

The child has the security of staying with his counselor and cabinmates for the greater part of the day. A group centered camp generally provides close supervision of campers and staff.

The camp director's reputation and qualifications should be explored. It is desirable for the director and program director to have training in recreation and child development. A camp director who doesn't suggest a pre-camp interview with the child shows insufficient interest in serving that child. A minimum staff-camper ratio should be one to four, and a minimum senior counselor age of nineteen to twenty years, should be maintained so that they will have had time to complete a second year of college work.

What information should parents give the director of a non-handicapped camp?

First and foremost, be completely honest. If the director seems reluctant to register your child upon learning of your child's difficulties, he is probably unequipped to provide appropriate care and you would be wise to look elsewhere. Sufficient information on your youngster will enable him to place your child with a suitable counselor and cabinmates, and make any special provisions for your child that seem desirable. Arrange for the director to receive any clinical agency and school reports that may be helpful.

Describe your child to the director, elaborating upon his adjustment to new situations. Explain anything required in way of special handling -- help in making his bed, cleaning shelves or choosing appropriate clothing to wear, and toileting. Describe any structuring that may be required before a change of activity, or a routine, such as a trip to the washhouse. A tantrum might be

avoided, for instance, if the counselor states, "Johnny, in five minutes you will be going to swim instruction, so finish your picture, wash your brushes and put the paints away". Or when Johnny goes to the washhouse, "Have you a towel, soap, toothbrush and toothpaste?" Tell the director your child's concerns and fears and describe his relationships with his agemates.

The director should be prepared for the fact that the child's initial behavior at camp may be more troublesome than the problems you describe. On the other hand, he may be pleasantly surprised behaviorwise, since learning disabled children not faced with demanding learning situations often handle themselves very acceptably.

Some learning disabled children will need extra support and structuring to cope with the changes and excitement of special programs. The counselor should be alert for signs of frustration so that less frustrating activities can be substituted. Similarly, alternate activities or a quiet spot should always be available to the camper where he can retreat from the group when he becomes overstimulated. The relaxed acceptance of camp enables many learning disabled children to tolerate a wide range of stimuli, and a few safeguards, such as these may be all that are required to achieve comfortable functioning.

What to look for in a special camp

There is a sudden upsurge of services for the learning disabled. In a few instances the service reflects interest but little knowledge. At present there is no accrediting body for camps serving learning disabled, checking program orientation, staff background, etc.

Therefore, it is extremely important to check the qualifications of the director and/or sponsoring body with the local association for children with learning disabilities, state department of special education, or the department of special education of the university in the state wherein the camp is located.

Ask the director for the names of some former campers and speak to the camper's parents. Decide whether you are seeking a summer school, since many camps are little more than schools in a country setting, or whether you are looking for a full camping program. Some camps offering the latter attempt to improve language, motor behavior and social skills through the vehicle of typical camp programs whereas others strive primarily for a summer of relaxed fun.

Special camps that accept learning disabled children may serve only learning disabled, or two or more handicaps. They may primarily be geared to another handicap, and accept a few learning disabled. This factor needs to be taken into account in that it may affect the type of remediation offered, the program emphasis and the child's self-concept. For example, a camp primarily serving orthopedically handicapped may not offer as extensive a physical program as a learning disabled child can handle.

The staff of a camp primarily serving very disturbed children may find most of their time and energy devoted to dealing with extreme behavior, with little time left to program or to enlarge the learning disabled child's experiences. In such a setting the learning disabled child would have few acceptable models to emulate in his acquisition of social and behavioral skills.

The staffing of a special camp should be special. The director and program director should have extensive backgrounds in child development and camping. The cabin counselors should be in their early twenties and older with a counselor-camper ratio of one to three. An electric approach to remediation would seem more desirable than adherence to a single concept. In other words, a camp incorporating ideas from Kephart, Myklebust, Gillingham, etc. is likely to have more to offer its campers than a camp solely concentrating on one area of habilitation.

The camp should envisage itself as an integral part of the child's year round program. As such, it should be interested in receiving a report from professionals and others who care for the child throughout the winter. Reciprocally, it should provide meaningful reports to all these persons at summer's end.

If ongoing benefit is to accrue from the camp experience, time should be spent with the parents at summer's end, interpreting the results of the summer to them. This would include assessment of the child's functioning based upon observations of an extended living situation, implications of such in terms of home management, the types of services that should be sought, and in a few cases, long term prognosis. Ideally, the professional staff of the camp should be available for consultation throughout the winter by parents and professionals. The camp should provide some winter contact with the children, consisting of get-togethers, letters or a camp newspaper.

What to expect the child to gain from camp

Parents who send their child away to camp (be it special or non-handicapped) expecting any profound academic improvement at

the end of 6 or 8 weeks are being unrealistic. In fact, there may be some academic improvement, as well as improved language and motor skills, but it is unfair to expect that such progress invariably will occur. The child goes to camp to learn to live away from home, relate to new adults and meet their behavioral expectations, perceive and integrate added social skills, make friends, develop new interests, try new things with confidence, and begin to learn to live independently. The determinant of whether the child maintains his camp gains will depend on the attitude and expectations of the child's family and school.

Learning disabled children do not suffer from a hopeless handicap. Therefore, parental goals should not be limited to an assurance that their children will be maintained in a comfortable happy state throughout their lives. Each facet of their experience must be geared to the refinement of their functioning so that they can become integrated members of society. Camp can and should be expected to play a role in this context, but we must think in terms of total functioning rather than academic improvement alone.

At what age should a learning disabled child attend camp?

Most children below the ages of 7 or 8 need their mother's care and love, and are too young to live away from home for an extended period of time. Learning disabled adolescents, ages 14 and over, might adjust to a small special setting, but are likely to find integration into a sophisticated non-handicapped camp difficult if they have not attended camp previously. They will be unfamiliar with the many skills at which their campmates have become proficient, swimming, canoeing, sailing, tripping, riding and sports. They will not be wise to the "in" behavior required to feel an

integral part of their cabin group. The combined stresses of adolescence, of having a handicap and of adjusting to a camp situation may be more than the teenager can handle with comfort.

Since learning disabled children adjust slowly to new surroundings, it seems wise to consider a minimum camp stay of four weeks. A stay of shorter duration would involve mostly adjustment with little time left for fun and learning. Similarly, any remedial program which the camp might undertake will require a reasonable period of time to achieve results. Four to eight weeks seems to be the best length for camp sessions.

How to prepare the child for camp

Anticipating a living situation vastly different than our present one can be anxiety-producing for anyone. A learning disabled child who is less able to structure changes may feel greater anxiety than others do, when thinking about camp. His poor reaction to changes and parental overprotection may have resulted in less exposure to new situations than that experienced by his peers. Thus, he anticipates camp with mixed emotions, eagerness and apprehension. An informal meeting prior to camp with the director and possibly program director or the child's counselor will help reduce the strangeness. They should describe camp, the physical accommodation, meals, daily routine and some of the activities.

The trip to camp, from the time the child leaves home until he is settled in his cabin, should be described in detail. The parent will need to repeat these steps to the child the day before he leaves for camp so that he can envisage the events of a confusing day. Short supervised social visits with other prospective campers might be

arranged. A trip to see the camp site in the spring might be a possibility. Assume that the child will remain at camp for the duration of the camp period. Do not say "if you are unhappy, mommy will come right to camp to bring you home". Acknowledge the fact that he (and you!) may be lonely for a short while, but that will be more than overcome by the opportunities camp will afford.

Teach him the child skills he will require to function at camp. Can he make his bed and select appropriate clothing for the weather? Play camp with him in which he folds his clothes in separate piles and keeps them on an open shelf. Give him a kit with toothbrush, soap, toothpaste, etc. that he takes to the bathroom whenever he washes. Does he know how often to cut his nails and wash his hair? If he has trouble with some items of clothing, simplify his wardrobe, e.g. loafers instead of laced shoes. Give him stamped addressed envelopes for letters home and lined paper on which to write. Each instance in which you eliminate a problem area, leaves your child with more energy to cope with the meaningful aspects of camping, and reduces the number of areas in which he differs from his cabinmates.

Tell your child stories about the many enjoyable, non-demanding activities that are so much a part of camping -- the hikes, cookouts, campfires and bedtime stories. Don't panic at the hair-raising, homesick letters you may receive for the first week or so. If you have any worries consult the director and trust his judgment. Separation from your child may be as difficult for you as it is for him, but a good camp can offer a child an excellent opportunity to grow and change.

FOREWORD

This directory is provided as a service to parents and professionals. The camps listed have not been inspected by U.S. Association for Children with Learning Disabilities, and therefore, are not necessarily endorsed by A.C.L.D. Parents can use the criteria in the article following to select a camp for their child.

This Directory deals only with residential camps serving the learning disabled. Day camps, summer schools and camps serving other exceptionalities are not listed herein. Information on local day camps and summer schools for the learning disabled can be obtained from your state association for children with learning disabilities. A Directory of Camps for the Handicapped can be obtained from National Society for Crippled Children and Adults, 2023 W. Ogden Avenue, Chicago, Illinois 60612.

Lists in this publication have been limited to camps which filled out and returned a camp directory information form. Your editor regrets any omissions and realizes that these listings are incomplete. It is hoped that the next edition of this directory will have more complete coverage. Administrators of camps for children with learning disabilities (see page 44) are invited to write me so they can be contacted when these listings are revised. Suggestions are welcome and corrections in listings would also be appreciated.

Doreen Kronick
A.C.L.D. Camp Directory Editor
306 Warren Road
Toronto, Ontario, Canada

LIST OF RESIDENTIAL SUMMER CAMPS

ARKANSAS

Impairments served:	Learning disabilities only
Qualifications to above:	Children with normal intelligence and with a learning disability.
Name and location:	CAMP OUACHITA, Oden, Arkansas 71961.
Age Range:	8 through 16
Sessions:	Six week academic session June 1 – July 11
Capacity:	Twenty campers for academic session, forty campers for weekly sessions.
Fee:	Academic session – $20 registration, $650 camp fee. Weekly sessions – $10 registration, $110 camp fee.
Other information:	The academic session includes camp activities, plus two hours per day of academics. The weekly sessions include camp activities tailored for children with learning disabilities.
Camperships available:	A few
Make inquiries to:	Margaret Dean, Dean School, 2801 Laredo, Fort Worth, Texas 76116.

KENTUCKY

Impairments:	Orthopedic, visual, perceptual, auditory and multiply handicapped.
Qualifications to above:	
Name and Location:	CAMP KYSOC, Box 491, R.R. No. 2, Worthville, Ky. 41098.
Age Range:	8-18 primary – limited programs for adults
Sessions:	
Capacity:	72
Fee:	$75.00 for two weeks – $37.50 for one week.
Camperships available:	Yes
Other Information:	
Make inquiries to:	Alan D. Kelley, 233 E. Broadway, Louisville, Kentucky 40202.

MAINE

Impairments:	Mentally retarded, emotionally disturbed and learning disabilities.
Qualifications to above:	
Name and Location:	BANCROFT CAMP, Owl's Head, Maine 04854.
Age Range:	5–16 years
Sessions:	June–September
Capacity:	100 residentially
Fee:	$630.00 per month
Camperships available:	No
Other Information:	
Make inquiries to:	Clarence N. York, Ed. D., The Bancroft School, Haddonfield, New Jersey 08033.

MAINE

Impairments:	Dyslexics
Qualifications to above:	Average or high intelligence children who are motivated to achieve and who show no systems of primary emotional disturbance.
Name and Location:	CAMP HEBRON – Hebron Academy – Hebron, Maine 04238
Age Range:	13–18 year old boys, 8–18 year old girls
Sessions:	One seven week session (July 5 to August 22 in 1970)
Capacity:	100
Fee:	$1100
Camperships available:	A few are allotted to welfare organizations
Other Information:	Brochure available; non-profit
Make inquiries to:	Charles Drake, Director, Reading Research Institute, 57 Grove Street, Wellesley, Mass. 02181

MARYLAND

Impairments:	**Learning disabilities and/or mild behavior disorders**
Qualifications to above:	
Name and Location:	**ECHO LAKE CAMP, Meyersville, Md.**
Age Range:	**8–16**
Sessions:	**One three week session**
Capacity:	**55–60**
Fee:	**$180.00**
Camperships available:	**Local only**
Other Information:	**Full camping program. Jack Talamo, Director. Sponsor is A.C.S.L.D. in Montgomery County, Md.**
Make inquiries to:	**Carl E. Mitchell, Chairman, Camp Committee 4912 Arbutus Avenue, Rockville, Maryland 20853**

MASSACHUSETTS

Impairments:	Under-achiever.
Qualifications to above:	Decisions for enrollment subject to personal interview and sources of background.
Name and Location:	SUMMER SESSION (of the Brookside School in-the-Berkshires), Great Barrington, Mass. 01230.
Age Range:	10–15 (at exceptional times also 16)
Sessions:	One eight-week session.
Capacity:	20–25 at the most
Fee:	$1000 plus $250 for the summer session (July and August)
Camperships available:	No
Other Information:	Non-smoking camp; no drugs; no long hair; Creative and recreational projects. Well equipped shops. 9–12, Academics; Afternoon sports; Evenings, Special Plans.
Make inquiries to:	I. M. Altarax, PhD., P.O. Box 180, Great Barrington, Mass. 01230.

MASSACHUSETTS

Impairments:	Dyslexic children
Qualifications to above:	Average or high intelligence who are motivated to achieve and who show no systems of primary emotional disturbance.
Name and Location:	CAMP EAGLE HILL, Eagle Hill School, Hardwick, Mass. 01037
Age Range:	8–18 years of age
Sessions:	One full summer session
Capacity:	100
Fee:	
Camperships available:	A few are allotted to Welfare Organizations.
Other Information:	Brochure available; non-profit
Make inquiries to:	Charles Drake, President, Reading Research Institute, 57 Grove Street, Wellesley, Mass. 02181.

MASSACHUSETTS

Impairments:	Children with Learning disabilities
Qualifications to above:	
Name and Location:	THE KOLBURNE SCHOOL CAMP, Southfield Road, New Marlboro, Mass. 01230.
Age Range:	6–16 co-ed
Sessions:	One six week session
Capacity:	75
Fee:	$1600.00
Camperships available:	None at present
Other Information:	School with summer academic and camp session
Make inquiries to:	Mr. Sydney L. Weinstein, Kolburne School, Southfield Road, New Marlboro, Mass. 01230.

NEW YORK

Impairments:	Mildly Retarded, neurologically impaired and children with learning disabilities.
Qualifications to above:	
Name and Location:	CAMP CO–CHEC–TON, Cochecton, New York 12727
Age Range:	5–19
Sessions:	8 weeks – few 4 weeks
Capacity:	150
Fee:	$900.00
Camperships available:	No
Other Information:	
Make inquiries to:	Dr. E. Kurtzer and Mr. Harold A. Levine, 1017 E. 80 Street, Brooklyn, New York 11236.

NEW YORK

Impairments:	Mentally retarded, brain injured, controlled epileptics, emotionally disturbed, multiply handicapped.
Qualifications to above:	Ambulatory, toilet trained
Name and Location:	CRYSTAL RUN CAMP AND SCHOOL, R. D. 2, Middletown, N. Y. 10940.
Age Range:	From age 7
Sessions:	Eight weeks (some 4 week)
Capacity:	150
Fee:	$995.00 (canteen extra)
Camperships available:	For controlled epileptics
Other Information:	Winter residential school. Complete camping program and therapies.
Make inquiries to:	James Fogelman, Crystal Run Camp and School, R.D. No. 2 Middletown, New York 10940.

NEW YORK

Impairments:	Minimal Brain Damage and/or Emotional Problems. Children who are mentally, severely disturbed, or grossly physically handicapped are not eligible for the program.
Qualifications to above:	Average to above intelligence, diagnosed by staff psychologist.
Name and Location:	CAMP EXPLORATORY, Fredonia, New York 14063
Age Range:	8 to 14
Sessions:	Two 2–week sessions
Capacity:	30 in each session
Fee:	$100.00 a session
Camperships available:	Yes
Other Information:	Basic activities: physical training, swimming, horsemanship, arts and crafts, field trips, and various indoor-outdoor sports and games.
Make inquiries to:	Mr. Vincent A. DeCosta, 68 Liberty Street, Fredonia, New York 14063.

NEW YORK

Impairments:	Educable Brain-injured and the Neurologically impaired.
Qualifications to above:	No gross physical handicaps. No autistic, no psychotic, no delinquent.
Name and Location:	RHINEBECK COUNTRY SCHOOL AND CAMP, Foxhollow Road, Rhinebeck, New York 12572.
Age Range:	7–18
Sessions:	One eight-week summer session.
Capacity:	89
Fee:	$1000.00
Camperships available:	None
Other Information:	
Make inquiries to:	Leonard Zneimer, Foxhollow Road, Rhinebeck, N.Y. 12572

NORTH CAROLINA

Impairments:	Learning disabled and children who are below academic level.
Qualifications to above:	
Name and Location:	CAMP LYCEUM, Black Mountain, North Carolina 28711
Age Range:	
Sessions:	One eight week and two six week sessions
Capacity:	75
Fee:	$695.00 – $895.00
Camperships available:	
Other Information:	
Make inquiries to:	Dr. Robert E. Mills, 1512 E. Broward Blvd., Fort Lauderdale, Florida 33301.

OREGON

Impairments:	**Both speech and remedial reading**
Qualifications to above:	**Normal or above ability**
Name and Location:	**TOTEM SUMMER CAMP, Timber Rt. Box 114, Beaverton, Oregon, 97005**
Age Range:	**8–14**
Sessions:	**One–week sessions from mid-June to mid-August.**
Capacity:	**10**
Fee:	**$125.00 a week**
Camperships available:	**Net yet**
Other Information:	
Make inquiries to:	**Willis H. Harriman, 11720 S. W. Center, Box 61 Beaverton, Oregon 97005.**

PENNSYLVANIA

Impairments:	Mentally, emotionally and academically handicapped and learning disabled.
Qualifications to above:	Applicants will be screened by psychological and social work consultants.
Name and Location:	BUTTONWOOD FARMS, Inc., Easton Road, Rt. 611, Ottsville, Pa. 18948
Age Range:	4 to 17
Sessions:	8–week residential (2–week minimum)
Capacity:	350
Fee:	Residential $900.00 – 8–week $120.00 week
Camperships available:	On an individual basis–for further information contact office.
Other Information:	Also 8–week day program, $385.00 (4 week minimum – $50.00 weekly). First year of NIMH 5 year training grant – Temple University. Buttonwood Farms "Academic Trainers of Physical Education Specialists."
Make inquiries to:	Selma Carson, Administrative Director or Martin H. Nayowith, Camp Director, 3354 Byberry Road, Philadelphia, Pa. 19154

PENNSYLVANIA

Impairments:	Children with learning disabilities.
Qualifications to above:	
Name and Location:	DEVEREUX SCHOOLS (Glen Loch Unit) West Chester, R.D. 1, Pennsylvania 19380.
Age Range:	5–17
Sessions:	Day Camp
Capacity:	175
Fee:	Included in residential fee.
Camperships available:	
Other Information:	Private Residential School
Make inquiries to:	Clara Folk, West Chester R.D. 1, Pennsylvania 19380.

PENNSYLVANIA

Impairments:	Dyslexia
Qualifications to above:	Only normal, intelligent children considered.
Name and Location:	CAMP DUNNABECK, Route 1, Box 60, Farmington, Penna. 15437
Age Range:	9–16, incl.
Sessions:	One
Capacity:	45
Fee:	$1275.00
Camperships available:	
Other Information:	Recreation program includes horseback riding
Make inquiries to:	Diana H. King, Kindonan School, Box 139, Solebury, Penna. 18963.

PENNSYLVANIA

Impairments:	Brain injured, controlled epileptics, aphasics, educable mentally retarded.
Qualifications to above:	Must be ambulatory, toilet trained and able to feed and dress.
Name and Location:	CAMP LEE MAR, Lackawaxen, Penna., 18435.
Age Range:	5–16
Sessions:	1 eight–week session
Capacity:	150
Fee:	$985.00 complete, no extras
Camperships available:	
Other Information:	
Make inquiries to:	Mrs. Lee Morrone, 985 E. 24th Street, Brooklyn, N.Y. 11210.

PENNSYLVANIA

Impairments:	Reading Disabilities
Oualifications to above:	Child must first be accepted to the school's program.
Name and Location:	THE MATTHEWS SCHOOL CAMP, 2001 Pennsylvania Avenue, Ft. Washington, Pa. 19034.
Age Range:	7–15
Sessions:	6 weeks beginning first week of July
Capacity:	50 residential students
Fee:	$1000.00 for six–week session
Camperships available:	In some selected cases.
Other Information:	Member of American Camping Association
Make inquiries to:	Irwin Shanken, 1900 Witler Street, Philadelphia, Pa. 19034.

PENNSYLVANIA

Impairments:	Neurologically impaired, Perceptually impaired, Mild Emotional problems.
Qualifications to above:	Average intellectual capacity.
Name and Location:	SUMMIT CAMP PROGRAM, R.D. No. 3, Honesdale, Pa., 18432.
Age Range:	7–15, 16–18 (Work program)
Sessions:	1 eight–week session, June 28–August 23
Capacity:	90 boys, 50 girls.
Fee:	$1050.00 – all inclusive
Camperships available:	Limited
Other Information:	
Make inquiries to:	Mayer A. Stiskin, 12 Alpha Lane, Monsey, N.Y. 10952.

TEXAS

Impairments:	Learning disabilities and similar learning disorders.
Qualifications to above:	Must fit into homogenous groupings.
Name and Location:	CAMP CHILEDA, Box 24675, Dallas, Texas 75221.
Age Range:	4 years to 18 years.
Sessions:	Three one—month sessions
Capacity:	50
Fee:	$450.00 per month
Camperships available:	yes, a few.
Other Information:	This camp is a non-profit educational organization.
Make inquiries to:	Miss Rayma K. Ditson, PhD., Developmental Learning Center, Wisconsin State University, Stevens Point, Wis. 54481.

TEXAS

Impairments:	Children of normal or superior intelligence who have learning disabilities.
Qualifications to above:	The camp is for children of the Angie–Hall–School–Hospital
Name and Location:	LAZY HILL CAMP – Box B. – Ingram, Texas 78025
Age Range:	5 to 21
Sessions:	Two one–month sessions in 1970 – Two sxi–week sessions in 1971.
Capacity:	70
Fee:	$700 per month
Camperships available:	none
Other Information:	
Make inquiries to:	Mrs. Alice Arnold, Director, 1923 Broadway, Beaumont, Texas 77701.

TEXAS

Impairments:	Specific learning disabilities
Qualifications to above:	Children of near normal, normal or above intelligence who have learning disabilities due to perceptual difficulties.
Name and Location:	CAMP WAGON WHEEL, P.O. Box 422, Caldwell, Texas 77836.
Age Range:	8 through 16 years old
Sessions:	(4 two–week sessions) and (2 four–week terms)
Capacity:	70 campers, (35 boys and 35 girls)
Fee:	($175.00 for each two week session) – ($350.00 for each four week session)
Camperships available:	
Other Information:	
Make inquiries to:	Mr. and Mrs. B. L. Gaar, P.O. Box 422, Caldwell, Texas 77836.

TEXAS

Impairments:	Children with learning problems from special classes and regular classes.
Qualifications to above:	Recommendations from teachers, doctors, nurses and counselors. Problems can be physical, emotional, or organic.
Name and Location:	CAMP WEBWOOD, Box 56B, Rt. 2, Elkhart, Texas 75839.
Age Range:	5–12 years
Sessions:	Two weeks to one month on recommendation from doctor.
Capacity:	25 per session
Fee:	$150.00 per two weeks
Camperships available:	
Other Information:	
Make inquiries to:	Mrs. Mabel Webber, 4706 Stillbrooke Dr., Houston, Texas 77035.

WEST VIRGINIA

Impairments:	Mentally retarded, crippled and other health impaired (learning disabilities), and multiply handicapped.
Qualifications to above:	Admission to university summer program.
Name and Location:	"JA NEDA", Kekanawida Campfire, Salt Rock, West Virginia.
Age Range:	4–21
Sessions:	One session – ties in with summer session
Capacity:	80
Fee:	To be determined – write for information.
Camperships available:	If needed and can be negotiated.
Other Information:	Interested persons write early.
Make inquiries to:	Offa Lou Jenkins, Ed. D., Director of Special Education Department, Marshall University, Huntington, West Virginia 25701.

WEST VIRGINIA

Impairments:	Learning disabilities.
Qualifications to above:	Boys of average or better intelligence.
Name and Location:	CAMPS FOR EXCEPTIONAL CHILDREN OF VIRGINIA OR WEST VIRGINIA, Route 1, Box 555, Bluefield, West Virginia 24701.
Age Range:	10–12
Sessions:	One six–weeks session.
Capacity:	15
Fee:	$900
Camperships available:	
Other Information:	
Make inquiries to:	L. Emmet Elledge, Box 5027, Charlottesville, Va. 22903.

WISCONSIN

Impairments:	Special Learning Disabilities as defined by A.C.L.D.
Qualifications to above:	Not for emotionally disturbed or physically handicapped.
Name and Location:	TIMBERTOP CAMP, Asbury Acres, R.F.D. 2, Almond, Wis. 54909.
Age Range:	9–12 – older ages by personal application.
Sessions:	One four–week session – June 21 – July 18, 1970.
Capacity:	42 boys and girls
Fee:	$450.00
Camperships available:	For low income families, upon application through social workers.
Other Information:	Children from 7 states attended in 1968 and 1969.
Make inquiries to:	Fred M. Smith, 7128 S. Lyndale, Minneapolis, Minn. 55423.

CANADA

Impairments:	Learning disabled with normal intelligence.
Qualifications to above:	Must be ambulatory, no severe emotional problems.
Name and Location:	CAMP TOWHEE, Haliburton, Ontario, Canada.
Age Range:	8–14 co-ed
Sessions:	One six–week session
Capacity:	60
Fee:	$950.00
Camperships available:	Canadians pay on sliding scale.
Other Information:	Full camping and remedial program.
Make inquiries to:	Joseph L. Kronick, Administrative Director, Integra Foundation, 306 Warren Road, Toronto 7, Canada.

LIST OF STATE ACLD AFFILIATES
(As of May 1, 1970)

ALABAMA
Alabama Foundation to Aid
Aphasoid Children
P.O. Box 6103
Homewood, AL. 35209

ARIZONA
Arizona A.C.L.D.
P.O. Box 15525
Phoenix, AZ. 85018

COLORADO
Colorado A.C.L.D.
P.O. Box 1506
Denver, CO. 80201

CONNECTICUT
Connecticut Assn. for
Children with Perceptual
Learning Disabilities
410 Asylum Road
W. Hartford, CT. 06103

DELAWARE
Diamond State A.C.L.D.
1508 Emory Rd., Green Acres
Wilmington, DE. 19803

DISTRICT OF COLUMBIA
District of Columbia A.C.L.D.
627 Allison St., N.W.
Washington, D.C. 20011

GEORGIA
Georgia A.C.L.D.
P.O. Box 27507
Atlanta, GA. 30327

HAWAII
Hawaii A.C.L.D.
P.O. Box 2353
Honolulu, HI. 96816

ILLINOIS
Illinois Council for Children
with Learning Disabilities
Box 656
Evanston, IL. 60201

IOWA
Iowa A.C.L.D.
5105 Waterbury Rd.
Des Moines, IA. 50312

LOUISIANA
Louisiana A.C.L.D.
719 Texas
Shreveport, LA. 71101

MARYLAND
Md. Assn. for Children with
Specific Learning Disabilities
320 Maryland National Bank
Baltimore, MD. 21202

MICHIGAN
Michigan A.C.L.D.
P.O. Box 743
Royal Oak, MI. 48068

MINNESOTA
Minnesota A.C.L.D.
233 Park Avenue
Minneapolis, MN. 55415

MISSISSIPPI
Mississippi A.C.L.D.
P.O. Box 12083
Jackson, MS. 39211

MISSOURI
Missouri A.C.L.D.
P.O. Box 3303
Glenstone Station
Springfield, MO. 65804

NOTE: Chapters of ACLD State Affiliates are not listed.

LIST OF STATE ACLD AFFILIATES (CONTINUED)
(As of May 1, 1970)

MONTANA
Great Falls A.C.L.D.
Box 2563
Great Falls, MT. 59401

NEW HAMPSHIRE
New Hampshire A.C.L.D.
118 Donahue Drive
Manchester, N.H. 03103

NEW JERSEY
New Jersey A.C.L.D.
31 Lincoln Street
E. Orange, N.J. 07017

NEW MEXICO
New Mexico A.C.L.D.
1906 Amherst, N.E.
Albuquerque, N.M. 87108

NEW YORK
New York Assn. for Brain Injured Children
305 Broadway
New York, N.Y. 10007

OHIO
Ohio A.C.L.D
P.O. Box 18134
Cleveland, OH. 44118

OKLAHOMA
Central Oklahoma Council for Children with Learning Disabilities
3420 N.W. 45th
Oklahoma City, OK. 73112

PENNSYLVANIA
Pennsylvania A.C.L.D.
Box 664
Allentown, PA. 18105

RHODE ISLAND
Rhode Island A.C.L.D.
P.O. Box 6685
Providence, R.I. 02900

SOUTH DAKOTA
South Dakota A.C.L.D.
P.O. Box 662
Northern State College
Aberdeen, S.D. 57401

TEXAS
Texas A.C.L.D.
P.O. Box 16396
Fort Worth, TX. 76133

VIRGINIA
Virginia A.C.L.D.
2389 Kenmore St., North
Arlington, VA. 22207

VERMONT
Vermont A.C.L.D.
24 Southill Drive
Essex Junction, VT. 05452

VIRGIN ISLANDS, U.S.A.
Virgin Islands A.C.L.D.
P.O. Box 3668
St. Thomas, V.I. 08801

WASHINGTON
Washington A.C.L.D.
9222 – 183rd Place, S.W.
Edmons, WA. 98020

WISCONSIN
Wisconsin Society for Brain Injured Children
4628 N. 70th St.
Milwaukee, WI. 53217

NOTE: Chapters of ACLD State Affiliates are not listed.

LEARNING DISABILITIES ARE NOW DEFINED IN FEDERAL LAW!

Public Law 91-230
91st Congress, H.R. 514
April 13, 1970

An Act

To extend programs of assistance for elementary and secondary education, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

* * * * *

TITLE VI—EDUCATION OF THE HANDICAPPED

Part A—General Provisions

Short Title

Sec. 601. This title may be cited as the "Education of the Handicapped Act".

Definition

Sec. 602. As used in this title—

(1) The term "handicapped children" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education and related services.

* * * * *

(15) The term "children with specific learning disabilities" means those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental disadvantage.

* * * * *

For an Annotated Collection of Definitions of Learning Disabilities see NINDS MONOGRAPH NO. 9 Central Processing Dysfunction in Children: A Review of Research, Appendix A. This publication is available for $1.25 from the Superintendant of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

ACLD INFORMATION

What is ACLD?

ACLD is a non-profit national organization of parents and professionals with some 175 state and local affiliates in more than thirty states. ACLD's National Office is at 2200 Brownsville Road, Pittsburgh, Pa. 15210. Parents of a handicapped child account for sixty percent of ACLD's membership; the remainder are professionals.

ACLD's Purpose.

ACLD's purpose is to advance the education and general well-being of children with adequate intelligence who have learning disabilities arising from perceptual, conceptual, or subtle coordinative problems, sometimes accompanied by behavior difficulties.

ACLD's Activities and Policies

The Association currently directs its efforts toward increasing public understanding, stimulating improved school and community services, and sponsoring meetings. ACLD publications include a brochure, a monthly newsletter, a camp directory, a directory of organization, annual conference proceedings and a President's Report of ACLD Activities issued annually. Policy is determined by ACLD's officers and directors, nearly all are parents of a handicapped child. ACLD has a professional advisory board of sixteen persons chosen from leaders in the field of learning disabilities.

Are you an ACLD member?

If not, you are invited to become a member and support ACLD activities at the local, state and national level. One can best do this by becoming a member of the ACLD affiliate in your home state. Since the annual dues rate varies in different parts of the country, it is preferable for you to join the ACLD affiliate that serves your community. If you do not know whether there is an ACLD affiliate serving your area, there is another way to join ACLD. Send your name, address and $5 in dues to ACLD, 2200 Brownsville Road, Pittsburgh, Pa. 15210. The national office will handle the details. If you live in a state not yet served by an ACLD affiliate, you will be enrolled as an Independent ACLD Member and receive a direct mailing of ACLD's monthly newsletter. If there is an ACLD state affiliate, your membership and $5 will be forwarded to the appropriate state organization.

How Groups Join ACLD

Parent-organized groups are invited to become ACLD affiliates if they haven't already. Ways are also being sought for affiliates and sister organizations to work together more effectively. Information as to how groups can join ACLD is available from ACLD Membership Vice President W. Joseph Gartner, 406 Hill Avenue, Glen Ellyn, Illinois 60137.